DOCUMENT RESUME

ED 037 216 JC 700 082

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TITLE	Evening Services of Junior Colleges.
INSTITUTION	American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
PUB DATE	Mar 70
NOTE	4p.
JOURNAL CIT	Junior College Research Review; v4 n7 Mar 1970
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.30
DESCRIPTORS	*Adult Education, *Evening Classes, Evening Colleges, Evening Counseling Programs, *Evening Programs, *Evening Students, *Junior Colleges

ABSTRACT

Eleven documents on junior college evening services (not including community services) are reviewed. Suggestions for improvement of evening services include: (1) evening programs should be administrated and evaluated as effectively as day programs; (2) departmental meetings should be held to coordinate day and evening programs; (3) part-time evening instructors should attend the meetings; (4) evening students should take standardized placement tests; (5) evening students should have the use of professional counselors; (6) complete library services should be available to evening students and instructors; and (7) job placement services should be available to evening students. (MS)

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Volume 4, Number 7

JUNIOR COLLEGE RESEARCH REVIEW

March 1970

Published by the American Association of Junior Colleges

ED037216

EVENING SERVICES OF JUNIOR COLLEGES

The commitment of most public two-year colleges to serve their nearby community or region comprehensively has caused them to try to provide extensive instructional and student services for evening enrollees. Such efforts put additional demands on college resources, and require not only additional support-services, but also new decisions about policies and procedures.

These decisions and resultant plans are generally more successful if based on research findings. This issue of the *Junior College Research Review* is therefore concerned with the evening services of junior colleges, excluding community services. Eleven pertinent research reports were examined, all selected from materials processed by the ERIC Clearinghouse for Junior Colleges. All have been indexed and abstracted in *Research in Education*. Copies of these are available in either hard copy or microfiche from the ERIC Document Reproduction Service, unless otherwise noted in the bibliography.

Student Services

Quite often regulations for course registration for extended-day programs (college-level courses in the evening) are not stringent. A study of 16 junior college evening services led to the following general statement: "There is a constant problem in class placement of students . . . enrolled without pre-testing. There is less pre-testing of students in evening classes than in day programs. More screening of students before placement in classes was deemed advisable" (ED 018 190).

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Fullerton Junior College noted students registering for courses for which they were not prepared. Resulting college studies led to carefully prescribed procedures for evening students. Furthermore, staff hours and job descriptions were planned in detail to provide close integration and equivalent non-instructional services for day and evening operations (ED 022 456).

Research indicates that evening counselors should be prepared to cope with a wider range of student characteristics. While students of "usual college age" enroll in the evening, adults ordinarily enroll in greater numbers. Their personal, family, and employment characteristics vary widely. Evening counselors may need more educational and vocational information, as employed persons enrolled in the evening may range, for example, from a non-high-school-graduate beginning apprentice to a student with a graduate degree taking courses for a special purpose. Transcript evaluations need to be consistent between day and evening, but evening services are more likely to encounter transcripts or other student records that are from non-accredited institutions, are outdated, are from military courses, or from other sources (ED 020 736).

Surveys of 55 junior colleges indicate that evening counselors regarded some 40 problems as uniquely their own in contrast to the problems of day counselors. Four of the more prominent ones are:

1. lack of adequate records and background information on evening students
2. shortage of time for evening students to see counselors
3. limited evening course offerings that make student course programming difficult
4. intensified financial and personal difficulties of evening students (ED 020 736).

Studies of withdrawals by evening students who are employed full-time consistently indicate the advisability of encouraging and facilitating their early use of counseling services so that they may make more realistic decisions about their course selections and loads (ED 012 187).

Instructional Services

Critics of evening services have said that the quality of education is generally sacrificed in evening courses. Reasons cited by the critics include allegations of low student achievement, limited access to the library, as well as fatigue and poor qualifications of the instructors and of the students themselves. Research does not support the critics.

A doctoral dissertation at Florida State University compared the classroom achievement of day and evening students in junior college courses. In general, the study found that evening students performed at least as well as their day counterparts, regardless of whether achievement was measured by teacher-constructed or standardized tests. Young low-ability students performed better in evening classes than in day classes (ED 013 059).

Junior colleges with selective admissions requirements for certain curricula sometimes encourage students who are initially inadmissible to the curricula to prove themselves on a part-time basis in evening courses. Nassau Community College (New York) followed this practice for several years in its transfer curricula. Students were admitted to a curriculum on a part-time probationary status and required to complete three evening courses with a grade average of 2.3 on the 4-point scale in order to gain admission to full-time study. A research design to test this policy's effectiveness in predicting the probability of student success indicated that the minimum grade-point average for full-time admission should be raised to 2.5 for at least 12 units of work (ED 016 446).

Junior colleges desiring to improve the quality of evening instructional programs may be helped by understanding the extent to which day and evening divisions commonly differ in the support services (administrative, supervisory, and special) provided for them. In the mid-1960's, 16 California junior colleges were studied to determine the day-evening disparity of support services. They were selected on the basis of location, type of community, and size, and included both rural and urban colleges. The study identified eight major areas where evening instructional programs received fewer support services than day instructional programs:

1. general administrative services
2. office facilities
3. faculty orientation
4. curricular and instructional support, i.e., supervision, evaluation, course outlines, etc.
5. counseling, guidance, and testing of students
6. library service
7. teaching aids
8. compensation of instructors (ED 018 190).

One study reflecting the collective judgment of 14 experienced evening-division administrators was concerned with procedures for recruiting, selecting, orienting, supervising, and evaluating part-time evening instructors. The study concluded with 47 specific operational recommendations considered useful in improving evening instructional programs (ED 019 958).

General Suggestions

In summary, the following improvements could be made in evening services, particularly for colleges with large numbers of part-time evening instructors and students:

1. sufficient administrative staff to insure that evening programs are supervised and evaluated as effectively as day programs
2. departmental (or equivalent) meetings planned to include part-time instructors and to provide the curricular information necessary to coordinate day and evening programs
3. early adoption of a schedule of departmental meetings so that part-time evening instructors can be obliged to attend them
4. orientation and faculty development activities planned to include the part-time evening instructors
5. standardized testing of evening students for class placement (although many colleges, for good reason, conduct the tests after admission and then permit some students to change from an advanced to a basic course in the same subject field early in the term without loss of credit)
6. measures to facilitate and encourage use of professional counselors by evening students
7. complete library services available at times most useful to part-time evening students and instructors
8. job placement services for part-time evening students
9. the assignment of a supervisory team — to include division or department chairman, a subject-area instructor, and an evening administrator — to assist each new part-time evening instructor.

Suggestions for Future Research

There should be articulation guidelines for the junior college programs of both the established evening colleges and the expanding evening services. Some of the conflicts between the two types of institution have been described, but operational articulation guidelines and procedural arrangements are needed (ED 013 617).

A comparative study is needed of the relative effectiveness of part-time and full-time instructors in helping students learn in accordance with course objectives. Criteria for effective pre-service and in-service activities for part-time evening instructors should also be established. An outline of management practices to enable the institutions to provide evening clerical and administrative services equivalent to day services, but with reduced staff, should be made. Finally, there should be a study of the type of academic calendar (quarter, semester, trimester) or class schedule (number of meetings per week and length of class meetings) and how these affect the achievement and enrollment of evening students.

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The Evening College and the Community College: An Examination of the Conflict in New York and a Projection for New Jersey, by Raymond W. French. Rutgers State University, New Jersey, 1965. 77p. (MF-$0.50; HC-$3.95)

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The Academic Performance of Part-time Evening Division Students in a Full-time Program of Study, by James T. Murphy. Nassau Community College, Garden City, New York, 1967. 26p. (MF-$0.25; HC-$1.40)

ED 018 190
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ED 019 924
A Survey of Evening College Administration Practices in California Junior Colleges, by John W. Ryska. Fresno City College, Calif., 1968. 18p. (MF-$0.25; HC-$1.00)

ED 019 958
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ED 020 736
A Survey of Evening College Counseling Services in California Junior Colleges, by John W. Ryska. Fresno City College, Calif., 1968. 15p. (MF-$0.25; HC-$0.85)

ED 020 744
Evening Class Schedules in Large Colleges and Universities, by J. Philip Dalby. Cuyahoga Community College, Ohio, 1967. 28p. (MF-$0.25; HC-$1.50)

ED 022 456
Fullerton Junior College Extended-Day Program, by Royal R. Meservy, 1968. 21p. (MF-$0.25; HC-$1.15)

Recent Clearinghouse Publications

The Clearinghouse has released three Topical Papers since January. The first, Topical Paper Number 8, pertains to international education. Entitled "The Junior College in International Perspective," the paper surveys the development of these institutions in such countries as Australia, Japan, Chili, Canada, and Colombia.

Topical Paper Number 9 is entitled "Identifying the Effective Instructor." It provides a research design, procedures, and rationale for evaluating the effectiveness of instructors, specifically at the junior college level.

Number 10 in the Topical Paper series is entitled "Financing Higher Education: A Proposal." It sets forth the author's ideas and suggestions for providing loans (from the federal government) to students in colleges and universities and the method for paying back these loans.

Copies of the Topical Papers and price lists are available from the UCLA Students' Store, 308 Westwood Plaza, Los Angeles, California 90024.

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A companion volume to *RIE* is *Current Index to Journals in Education (CIJE)*, an announcement service that catalogs and indexes journal and periodical literature in the field of education. More than 200 educational journals are included. *CIJE* may be ordered from CCM Information Sciences, Inc., 866 Third Avenue, New York, New York 10022 for $3.50 per single copy or $34.00 for an annual subscription of 12 issues.

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In addition to processing documents for the ERIC system, the Clearinghouse produces its own publications, including Monographs (in-depth studies or interpretations of research on topics related to junior colleges) and the *Junior College Research Review*, which are available from the American Association of Junior Colleges; Topical Papers (research models designed for junior college implementation), which are available from the UCLA Student's Store-Mail Out, 308 Westwood Plaza, Los Angeles, California 90024; and Specialized Bibliographies, the sources of which will be supplied by the Clearinghouse upon request. Titles and price lists of the foregoing publications are also available from the Clearinghouse.

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The cost of the complete set of filmstrips and record is $5. Payment by check should be mailed with order to the National Audiovisual Center, Washington, D.C. 20409.

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